R E P O R T R E S U M E S

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EXPERIMENTATION WITH TAPED MATERIALS AND NATIVE INFORMANTS TO DEVELOP FOR SMALL COLLEGES SOME PROGRAMS OF INDEPENDENT STUDY IN THE NEGLECTED LANGUAGES.

BY- BOYD-BOWMAN, PETER
KALAMAZOO COLL., MICH.

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A SIMPLE, INEXPENSIVE, AND LARGELY SELF-INSTRUCTIONAL LANGUAGE PROGRAM WAS ESTABLISHED AND EVALUATED FOR FIVE ACADEMIC QUARTERS AT KALAMAZOO COLLEGE IN MICHIGAN. THE PROGRAM WAS CALLED THE "NEGLECTED LANGUAGE PROGRAM" (NLP) AND OFFERED INSTRUCTION IN MANDARIN CHINESE, JAPANESE, HINDI-URDU, PERSIAN, SWAHILI, AND BRAZILIAN PORTUGUESE. ITS PURPOSE WAS TO LAY A FOUNDATION OF ORAL COMPETENCE IN THE LANGUAGES ROUGHLY EQUIVALENT TO THE BEGINNING THREE TERMS OF FORMAL INSTRUCTION ELSEWHERE. STUDENTS WHO ACQUIRED THIS BASIC COMPETENCE WOULD THEN BE ENCOURAGED TO CONTINUE THEIR LANGUAGE STUDY AT AN INSTITUTION WHERE FORMAL INSTRUCTION COULD BE OFFERED. DURING 5 QUARTERS, 23 CAREFULLY SCREENED STUDENTS PARTICIPATED IN THE PROGRAM BY TAKING, FOR REGULAR ACADEMIC CREDIT, FROM 2 TO 4 QUARTERS OF ONE OF THE LANGUAGES OFFERED. WORKING AT THEIR OWN SPEED WITH COMMERCIALLY AVAILABLE MATERIALS AND WITH FOREIGN STUDENTS (ACTING AS PRONUNCIATION DRILL MASTERS, NOT AS INSTRUCTORS), THESE STUDENTS CONSISTENTLY DEMONSTRATED THEIR ABILITY TO KEEP UP WITH FIRST- AND SECOND-YEAR SPOKEN LANGUAGE CLASSES TAUGHT BY LIVE INSTRUCTORS ELSEWHERE. SELF-INSTRUCTION IN THE WRITING SYSTEMS OF THE LANGUAGES ALSO YIELDED SATISFACTORY RESULTS, BUT PRIMARY EMPHASIS CONTINUED TO BE PLACED ON LISTENING COMPREHENSION AND SPEAKING. REFER TO ED 010 402 FOR A MANUAL PREPARED FOR DIRECTORS OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS. (JH)

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Experimentation With Taped Materials and Native Informants to Develop for Small Colleges Some Programs of Independent Study in the Neglected Languages

PETER BOYD-BOWMAN

Department of Modern Languages
and Literature
State University of New York at Buffalo

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Contract No. OE-5-14-023

Project Director and
Principal Investigator:

Dr. Peter Boyd-Bowman
Chairman
Department of Foreign Languages

Kalamazoo College
Kalamazoo, Michigan

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I. PROBLEM

Most small undergraduate colleges of today are keenly aware of the need to broaden their curriculum to include some of the major languages of Africa and Asia. However, the acute shortage of qualified instructors, coupled with the uncertainty of undergraduate interest in any one non-Western language on a given campus in a given year, makes formal programs difficult to begin. Moreover, unless sufficient enrollments or heavy subsidies can be guaranteed, the cost of formal instruction is often prohibitive.

II. OBJECTIVES OF THE PROGRAM

From 1963 to 1965 the author of this report has developed for Kalamazoo College, under contract with the U.S. Office of Education, a basic program in non-Western languages potentially so inexpensive and so simple to initiate that it could be duplicated on any campus in the United States. The program, largely self-instructional, has a limited but realistic objective, that of laying a foundation of oral competence in a 'neglected' language roughly equivalent to the first three terms of formal instruction elsewhere. Students who acquire this basic competence are then expected to continue their study of the language either in graduate school or at one of the numerous language institutes and area centers throughout the country.[1] Since Title VI fellowships are increasingly available for such study, the motivation to continue is strong. The languages offered under Kalamazoo's Neglected Language Program (henceforth to be referred to as the NLP) were Mandarin Chinese, Japanese, Hindi-Urdu, Persian, Swahili, and Brazilian Portuguese.

General Description of the NLP. The essential ingredients of the program in each language were as follows:

a) one or more highly motivated students of proven linguistic aptitude,

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[1] "...a student should be encouraged to start critical language study, even if it were available on only a one- or two-year basis, as long as he could continue his language work in summer intensive programs or in graduate school." Quoted from p. 19 of "Undergraduate Instruction in Critical Languages and Area Studies: Recommendations and Report of a Conference held at Princeton University October 12 - 13, 1964."

b) commercially available, audiolingually-oriented course materials such as those prepared by the Foreign Service Institute or the Yale Institute of Far Eastern Languages, together with complete sets of accompanying tapes,

c) a portable tape-recorder for loan to each participating student (unless the student happened to have his own),

d) one or more native-speaking exchange students to serve as pronunciation drill masters (NOT as instructors),

e) regular academic credit,

f) a specialist from a leading university invited quarterly to evaluate progress and furnish the grade for the quarter's work,

g) a faculty member, familiar with audiolingual techniques, in this case the director, to serve as part-time coordinator for the entire program.

It will be noted that the program required NO classroom instruction, NO minimum enrollment and NO formal instruction in linguistics. Since each student was on his own, his rate of progress was limited only by his own ability and initiative.

III. PROCEDURE

History of the NLP. Earlier successful experimentation with self-instruction in Spanish, in which qualified undergraduates mastered the NLP's Modern Spanish entirely under lab conditions, i.e. without formal instruction of any kind, encouraged this writer to undertake similar experimentation with non-Western languages traditionally considered difficult, including a tone language such as Mandarin.

Following negotiations of an NDEA contract with the Language Development Section of USOE, part of the period October-December 1963 was devoted to locating and examining suitable equipment and materials, publicizing the impending experiment among Kalamazoo College's 900 students, and interviewing several student candidates.

Texts and tapes were then ordered for the following courses:

1) Eleanor Jorden, Beginning Japanese. Yale University Press, 1962.

2) John J. Gumperz and June Rumery, Conversational Hindi-Urdu. University of California Bookstore, Berkeley, California.

3) Tewksbury, Speak Chinese. Institute of Far Eastern Studies, Yale University, 1955.

4) E. W. Stevic, J. G. Mlela and F. N. Njenga, Swahili Basic Course. Foreign Service Institute, Washington, D. C., 1963.

During the same period, five Wollensak T-1500 portable tape recorders were ordered, as well as one Electronic Futures Inc., (EFI) Audio Notebook to be used experimentally for Japanese.

On December 5, 1963, eighteen candidates attended a briefing session with the director, at which the organization and objectives of the NLP were explained in some detail. Since Kalamazoo's four-quarter plan requires all juniors and half the seniors to be off-campus in the fall quarter, all but three of the candidates present were freshmen. It soon became apparent that the challenge of an unusual and difficult assignment had attracted a rather high caliber of student. Most had a record of high scholastic achievement in high school and all seemed aware of the serious responsibility that participation in the experiment would entail.

When NLP procedures had been outlined, and any who might have underestimated its difficulty been invited to withdraw (none did), the candidates were asked to indicate the language they wanted to study and to give reasons for their choice.

During the course of the next two days the director interviewed each of the candidates personally and made the following selection:

1) Japanese - Mr. Charles M. Conlon, Pleasant Ridge, Mich., freshman.
Miss Beverly Hoffman, Holland, Mich., freshman.

2) Hindi-Urdu - Mr. Enrique Vargas, Bogotá, Colombia, junior.
Miss Candy J. Miles, Tracyton, Washington, freshman.

3) Chinese - Miss Judith A. Bush, Royal Oak, Mich., freshman.
Miss Judith M. Cenci, Mountainside, N.J., freshman.

None of the six had had any previous experience with a neglected language, with courses in linguistics, or with other independent study programs. All had had some formal training, however, in at least one of the more commonly taught foreign languages: French, Spanish, German or (in the case of Mr. Vargas) English.

Winter Quarter 1963-64. The winter quarter began on January 6, 1964, with the issuing of the EFI Audio Notebook and the five Wollensaks, together with their accessories, to the six students

mentioned above. Shortly after the term began, Miss Lynn Landry, a senior majoring in French, was admitted to the Chinese program for two quarters on the understanding that she provide her own tape recorder.[2]

The Psychological Corporation of America's Modern Language Aptitude Test was administered to six of the seven students with the following results:[3]

Beverly Hoffman	- 97th percentile
Charles Conlon	- 60th percentile
Candy Miles	- 90th percentile
Judy Bush	- 95th percentile
Judy Cenci	- 99th percentile
Lynn Landry	- 97th percentile

The next evening, January 7, at the home of the director, the students were introduced to the three native-speakers who would be working with them and were instructed to make the necessary weekly appointments. The informants, who had already been briefed on their role in the program, were:

1) Japanese - Mr. Tatsuhiko Kato, aged 23, of Tokyo, a graduate student of Business Management at Western Michigan University.

2) Hindi-Urdu - Mr. Syed Habeebuddin, aged 22, of Hyderebad, a senior in Industrial Engineering at Western Michigan University.

3) Chinese - Mr. Wu Chung-Yiu, aged 19, of Hong Kong, a freshman at Kalamazoo College.

Work with the tapes began at once, followed within two days by the first sessions with the informants. Though at first the normal pattern of live sessions was five one-hour meetings per week, later on variations were attempted, such as two individual and one joint session of one hour each, and even two two-hour joint sessions. The consensus after ten weeks of trying out various combinations was that two one-hour sessions with each student se-

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[2] The reason for this was that Miss Landry was shortly to be married to a graduate currently completing his Chinese studies at the University of Michigan and would be accompanying her husband to Taiwan later in the year.

[3] Sr. Vargas did not take the test because it was felt that he might be handicapped by not being a native-speaker of English.

parately, plus one one-hour joint session, seemed to achieve the best results.

The director. During the first three weeks the director visited most of the sessions with the informants and was able to make numerous suggestions regarding procedure. As the informants gained in experience, observation became less necessary. Since the terms of the experiment ruled out any formal instruction in basic linguistic concepts, the director scheduled a series of half-hour movies on linguistics: the five in the MLA series Principles and Methods of Teaching Foreign Languages, and a few titles selected from the Henry Lee Smith series of training films in linguistics. The students also read Leonard Bloomfield's Outline Guide for the Practical Study of Foreign Languages, which, though old, still has considerable merit. As a spur to motivation, they were also furnished with background material such as pamphlets and brochures on Japan issued by the Japanese Embassy, and with LIFE's World Library series on China, Japan, and India.

The Informants. Recruited from among the foreign students attending Kalamazoo College or adjacent Western Michigan University, the native-speakers were employed to exercise the students in text-based pattern drills and directed conversation and provide them with the necessary human stimulus to persistant effort. In addition to working approximately five hours a week with the student participants, the informants were required to spend one hour a week assisting the director in preparing oral tests and evaluating weekly progress.

Once a week the director met separately with each of the informants to discuss progress and prepare a five to ten minute oral test consisting of sentences from the dialogs to be repeated at normal speed, phrases and sentences to be put rapidly into the target language, and other similar drills. Unfortunately, it proved impractical to ask the informants to view the movies in linguistics at the times when they could be shown.

The performance of the native-speaking informants, awkward at first, improved with each successive week. The Japanese informant, Mr. Kato, proved an excellent choice right from the start and seemed to grasp instinctively what was expected from him. Mr. Wu seemed at first rather young and lacking in self-confidence, but after about four or five weeks improved his technique noticeably under the guidance of the director. In Hindi, the orignal native-speaker proved unwilling to accept any role but that of an instructor and had to be replaced after only ten days. His successor, a graduate from New Delhi, was also unsatisfactory and was dropped after only three days. Fortunately, the program then acquired the services of an enthusiastic and imaginative young graduate student from Bombay, Mr. Navin Sanghvi, who though not a native-speaker had a good command of Hindi and appeared to understand his role

perfectly. With his advent the students in Hindi began to make rapid progress. All three informants received copies of the texts for their respective languages.

Morale (1st quarter). On the whole the morale of the students and of their informants was very high throughout the quarter, despite a period during the fourth and fifth weeks when they reached a plateau and felt they were not making any progress. Reasonable control of pronunciation was achieved after two or three weeks in all three languages, though the tones of Mandarin gave trouble for about six weeks. The tapes of Jorden's Beginning Japanese were entirely satisfactory. Those accompanying Tewksbury's Speak Chinese proved less complete despite miscellaneous supplementary drill tapes not directly based on the main text, while for Hindi the numerous color slides accompanying Gumperz' and Rumery's Conversational Hindi were felt to be of considerable value in aiding memorization. It was felt, however, that the taping of more of the Hindi pattern drills would be helpful in the future.

Evaluation. On March 14th a team of specialists from the Department of Far Eastern Languages at the University of Michigan arrived on campus to examine the students and evaluate their progress. They were Professors Joseph Yamagiwa for Japanese, Paul Denlinger for Chinese, and Bruce Pray for Hindi. These specialists observed the students being intensively drilled by the informants, listened to several of the recorded weekly oral test responses that had been stored on tape, and also examined the students personally. Though the examiners noted individual differences among the seven students, they concurred in giving all seven of them extremely high ratings: one A, five A minuses and one B plus, based on the standards prevailing at their own university. Interestingly enough, both the Hindi and the Chinese texts used in the NLP were the same ones being used at the University of Michigan, so very helpful comparisons could be made. Taking into account that they were evaluating a regular (i.e. non-intensive) program after only ten weeks of work, the examiners felt that the amount of material covered in each language was entirely satisfactory. They also commented favorably on the high motivation and wholesome attitude displayed by all seven of the participating students, and on the obvious interest shown by the three informants.

Spring Quarter 1963-64. On June 6, 1964, the seven students participating in the NLP were re-examined by the same three specialists who tested them at the end of the first quarter.

Though the students of Japanese did not perform quite as well as before (they experienced difficulty in the area of free conversation), the examiners found the rate of progress in all three languages to be comparable to that of their own regular classes at Michigan. Their evaluation of performance during the second quarter was as follows:

Chinese:	Bush, Judy	A	Japanese:	Conlon, Charles	B
	Cenci, Judy	A-		Hoffman, Beverly	B+
	Landry, Lynn	A-			
			Hindi-Urdu:	Miles, Candy	A-
				Vargas, Enrique	B+

Modifications Suggested by Second Quarter Experience. During the course of the second quarter certain modifications were made in the weekly routine. The daily log book, originally kept by each student and handed in weekly to the director, came to be regarded as unnecessarily burdensome and was replaced by a weekly progress report submitted on the occasion of the weekly general meeting. By general consensus it was further decided that in the future, bi-weekly oral tests would achieve much the same results as weekly ones. Moreover, the evaluators did not in either testing period appear to rely nearly as much on the play-back of recorded tests as they did on live performance by the students. As for the advantages of longer joint sessions with the informant versus shorter individual ones, opinion tended to favor individual sessions that enabled each student to progress at his own speed and to make maximum use of his time with the informant, plus one weekly joint session to give him an opportunity to compare his own progress with that of the others. As for the hours per week needed for working with the tapes, they varied both with the individual student and the structure of the courses themselves. In Japanese, Conlon reported working an average of ten hours a week with the tapes, Miss Hoffman 13 to 15 hours. Both spent another three to five hours a week with the informant and both reached the end of Unit 10 by the end of the quarter. In Chinese, Miss Bush worked ten hours a week with the tapes and from two to three with the informant, completing Lesson 23 in Tewksbury's Speak Chinese. Miss Cenci and Miss Landry averaged eight hours a week with the tapes and one and a half hours with the informant (all individual sessions, however) and covered through Lesson 22. In Hindi, the tapes for which are not as abundant as those of the other two courses, Vargas reported an average of ten hours a week with the tapes and between three to four hours with the informant, while Miss Miles reported only three to four hours with each, but achieved slightly higher results!

Morale (2nd quarter). As expected, the students periodically reached learning plateaus during which they reported feeling discouraged and rather uneasy about their own progress compared with that of students enrolled in more conventionally structured courses elsewhere. Though in the end these fears proved unfounded, they seemed real enough atthe time despite reassurance from the director. Such interludes of discouragement were usually followed by solid advances. In general, morale was not a serious problem. The hope of visiting Asia in person and the opportunity of conversing a few hours a week with a native-speaker seemed sufficient to sustain their interest. The knowledge that they were handpicked

for independent study of subjects not generally available to undergraduates was a source of much pride to them and gave them considerable prestige among their fellow students. Among such an 'elite' failure would have meant disgrace.

Fall Quarter 1964-65 - Recruitment and Registration. On Friday, September 25, 1964, the second orientation session was held to acquaint interested freshmen with aims and methods of the NLP. Over twenty new students expressed an interest in participating in Chinese, Persian, Portuguese, and Swahili.[4] After individual interviews, and the administration of the Modern Language Aptitude Test to twenty-six students (some already tested the previous year), the following twenty were registered in the program:[5]

Language	Name	Class	MLAT Scores (all taken as freshmen) Raw	Percentile
Chinese	Miss Judy Bush (3rd term) Royal Oak, Mich.	Soph.	154	95 %ile
	Miss Sue Cope St. Ignace, Mich.	Fresh.	155	97 %ile
Hindi	Miss Candy Miles (3rd term) Tracyton, Wash.	Soph.	143	90 %ile
	Sr. Enrique Vargas (3rd term) Bogotá, Colombia	Jr.	---	---
Japanese	Miss Beverly Hoffman (3rd term) Holland, Mich.	Soph.	158	97 %ile
Persian	Miss Stephanie Brown Plainwell, Mich.	Fresh.	167	99 %ile
	Miss Jill Wahl[6] Orchard Lake, Mich.	Fresh.	150	95 %ile
Portuguese	Srta. Susana Cabeza de Vaca Quito, Ecuador	Soph.	---	---
	Miss Anita Eiseman Arlington, Va.	Soph.	---	---

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[4] Japanese and Hindi were not open to new recruits at this time.

[5] In addition to the equipment rented under the terms of the NLP contract, four more units were purchased by students anxious to particpate in the program. These students did not use headsets or foot-controls.

[6] Miss Wahl withdrew from the program at mid-term because of a change in career plans.

Portuguese (continued)				
	Mr. Fred Emmert Paw Paw, Mich.	Soph.	133	70 %ile
	Miss Lee Flashenberg Detroit, Mich.	Soph.	166	99 %ile
	Miss Clemence Ohl Quonset Pt., R.I.	Soph.	169	99 %ile
	Miss Paula Swanson Arlington, Va.	Soph.	126	65 %ile
	Miss Barbara Wilcox Worthington, Ohio	Soph.	160	99 %ile
Swahili	Mr. Mark Coon Jackson, Mich.	Fresh.	141	80 %ile
	Miss Ann Joseffy San Antonio, Texas	Fresh.	167	99 %ile
	Miss Dale Knight Edina, Minn.	Soph.	170	99 %ile
	Mr. Mark Stiedemann Wauwatosa, Wis.	Fresh.	143	85 %ile
	Mr. Russell West Princeton, N. J.	Fresh.	153	95 %ile
	Mr. Dale Willoughby Farmington, Mich.	Fresh.	135	75 %ile

Informants. As native-speaking informants in the 1964 program the following students were recruited:

Language	Informant
Chinese	Mr. Te-Wu Ma, Republic of China, a graduate student at Western Michigan University Mr. Wu Chung-Yiu, from Hong Kong, an undergraduate student at Kalamazoo College
Hindi-Urdu	Mr. Shahnawaz Khan Hayat, from West Pakistan, an undergraduate at Western Michigan University Mr. Navin Sanghvi, from India, an undergraduate at Western Michigan University
Japanese	Miss Shigeko Ohki, from Numazu, Japan, an undergraduate at Kalamazoo College
Persian	Mr. Bijan Keramati, from Tehran, an undergraduate at Kalamazoo College
Portuguese	Miss Sue Schlegel, from Brazil, an undergraduate at Kalamazoo College Miss Beth Witcher, from Brazil, an undergraduate at Kalamazoo College

Swahili — Mr. Josephat Mazigo, from Tanganyika, an undergraduate at Kalamazoo College
Mr. Elikolosha Sabuni, from Tanganyika, an undergraduate at Kalamazoo College

To help orient the informants in their function as drill-masters rather than teachers, the new informants were asked (1) to observe a regular audio-lingual class in Spanish for one or two hours, (2) to watch the series of MLA movies entitled "Principles and Methods of Teaching a Modern Foreign Language" and certain films from the H. L. Smith series on linguistics, and (3) to read the excellent introductory suggestions found in George L. Shelley's Discussion of Methods in the Teaching of Spoken Chinese (New Haven, 1961) and Robert Lado and Charles Fries's English Sentence Patterns (Ann Arbor, 1957). In addition the director made it a practice to attend the drill sessions frequently and offer constructive suggestions on ways of making the sessions lively and effective.

Texts. The following texts and supplementary materials were used this quarter:

Chinese
Chang, Richard I. Read Chinese, Book I. New Haven: The Institute of Far Eastern Languages, Yale University, 1962.
Hockett, Charles F. Progressive Exercises in Chinese Pronunciation. New Haven: Yale University, 1951.
Tewksbury, Speak Chinese. New Haven: Yale University, 1955.
Wang, Fang-Yu. Chinese Dialogues. New Haven: Yale University, 1953.
As additional reference: Chao, Yuen Ren. Mandarin Primer. Cambridge: Harvard University Press, 1961.
Tapes for all of the above.

Hindi
Gumperz, John J. and Rumery, June. Conversational Hindi-Urdu, Vol. I, Part 2. Berkeley: University of California, ASUC Store, 1962.
Color slides correlated with the above.
Gumperz, John. Hindi Reader. Berkeley: University of California, ASUC Store, 1962.
Tapes for all of the above.

Persian
Obolensky, Panah and Nouri. Persian Basic Course, Units 1-12. Washington, D. C.: Center for Applied Linguistics, 1963.
Tapes to accompany the above.

Portuguese — Hoge, Henry and Lunardini, Peter. Oral Brazilian Portuguese. Milwaukee: University of Wisconsin, 1964.
Tapes to accompany the above.

Swahili — Stevick, E. W., Mlela, J. G. and Njenga, F. N. Swahili Basic Course. Foreign Service Institute, Washington, D. C.
Tapes to accompany the above.

Weekly Routine. Every Tuesday afternoon at four o'clock a joint meeting was held for all persons involved in the program. At this time announcements would be made, weekly questionnaires filled out and turned in, and tapes or other equipment given out or returned. Following this brief business session, a program would be presented consisting of panel discussions on East Africa, Pakistan, or one of the other language areas, a travelog supplied by one of the embassies, or a simple movie on linguistics (MLA or H. L. Smith).

Test Tapes. As a part of the evaluation procedure, a short bi-weekly oral test in each language was taped by the director with the assistance of one of the native-speakers, administered in the language lab by the regular lab director, then stored away until the end of the quarter. Each test, 10-15 minutes long, would consist of (1) a number of phrases of suitable length selected from the current material being tested and presented by the informant for echoing, (2) short simple questions by the native-speaker to which the students had to invent prompt, reasonable replies, and (3) phrases and sentences from the text material to be rendered from English into the target language.[7]

In the case of Japanese and Chinese, the two advanced students, Miss Judy Bush and Miss Beverly Hoffman, were further required to read aloud at first sight and record on the same tape some of the written material they had been learning to read. This written material was selected at random by the director and handwritten by the informant on a sheet accompanying the oral test.

Student Evaluation of Texts and Tapes. On the whole the students appeared well-satisfied with the materials they were using in Japanese, Chinese, Swahili, and Persian. The Hindi and Portuguese texts, while deficient in certain types of pattern drills, were satisfactory also. The correlated color slides accompanying Gumperz's text were reported to have improved in quality in recent lessons. The Portuguese tapes had arrived from Milwaukee in very poor condition and it was therefore found necessary to have one of the native-speakers record the dialogs and drills all over

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[7] Cues and instructions in English were recorded by the director, everything else by the native-speaker.

again with the appropriate pauses.

For Persian and Japanese the informants prepared sets of flash-cards to assist in learning the symbols used. By the end of the fall quarter the following material had been thoroughly covered:

1st-quarter Chinese: Miss Cope completed through Unit 8 of Speak Chinese.

3rd-quarter Chinese: Miss Bush completed all 24 units of Tewksbury's Speak Chinese plus all of Read Chinese, Book I.

3rd-quarter Hindi-Urdu: Both students completed Gumperz's Conversational Hindi-Urdu, Vol. I, Parts I and II, and Miss Miles began Vol. II. In the Hindi Reader they both completed Unit 6, with Sr. Vargas reaching Unit 8.

3rd-quarter Japanese: Miss Hoffman completed up through Unit 15 of Jorden's Beginning Japanese, Vol. I, and also did supplementary work in the Hiragana and Kanji writing systems.

1st-quarter Persian: Miss Brown completed through Unit 5 of Persian Basic Course, and made a good start in reading Persian script.

1st-quarter Portuguese: The students finished through Unit 7 of Hoge's Oral Brazilian Portuguese.

1st-quarter Swahili: The students finished through Unit 31 of Swahili Basic Course.

Student Evaluation of Equipment. While the T-1500 Wollensaks and the EFI Audio Notebook were deemed entirely satisfactory, the accessories (headsets and foot-controls) were regarded as cumbersome and might conceivably be omitted in future programs.[8]

Fall Quarter Results in 1964. The students in Portuguese were tested in Kalamazoo on December 4 by Dr. Ralph Kite, director of the Peace Corps Training Program for Brazil at the University of

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[8] Only two of the students seemed to set great store by the headsets, mainly in order not to bother, or be bothered by, their roommates. Others reported that the accessories tended to be a nuisance to set up and take down and that they managed very well without them.

Wisconsin in Milwaukee. The following day the director drove the students in Japanese, Chinese, and Hindi to Ann Arbor to be tested at the department of Far Eastern Languages and Literatures of the University of Michigan. The examiners were Professors Paul Denlinger in Chinese, Bruce Pray in Hindi-Urdu, and Richard Spear in Japanese. The students in Persian and Swahili were tested in Kalamazoo on the afternoon of December 6 by Professor Herbert Paper (Persian, University of Michigan), and by Professor Irvine Richardson and his assistant Mr. Samuel Ramtu (Swahili, African Studies Center at Michigan State University).

Using the standards prevailing in their own regular classes at the end of a comparable period of study, the evaluators assigned the students the following letter grades:

Chinese		MLAT %ile
Judy Bush(3rd qtr)	A+	95
Sue Cope	A-	97
Hindi(3rd qtr)		
Candy Miles	A-	90
Enrique Vargas	B	--
Swahili		
Mark Coon	B+	80
Ann Joseffy	B+	99
Dale Knight	A	99+
Mark Stiedemann	B+	85
Russell West	A-	95
Dail Willoughby	B	75

Japanese		MLAT %ile
Bev Hoffman(3rd qtr)	A-	97
Persian		
Stephanie Brown	A	99
Portuguese		
Susana Cabeza de Vaca	B+	--
Anita Eiseman	B	--
Fred Emmert	A-	70
Lee Flashenberg	B	99
Clemence Ohl	A	99
Paula Swanson	A	65
Barbara Wilcox	B+	99

A comparison of the above grades with the qualifying MLAT percentile scores shown on pp. 8-9 seem to suggest that other factors such as motivation, initiative, good study habits and self-discipline may play as important a part in a program of this sort as latent linguistic aptitude itself.

The Winter Quarter, 1964-65, was a continuation of work done in the fall. At the fourth quarter level there were two students in Hindi-Urdu, one in Japanese and one in Chinese, while second quarter work was completed by five students in Swahili, six in Portuguese, one in Chinese and one in Persian. The same native informants continued to serve the program as before with the addition of Mrs. Rosa Littig, a long-time resident of Brazil, who substituted for Miss Beth Witcher for the last three weeks of the quarter.

This quarter the weekly joint meetings of the director and the participating students featured a number of informal discus-

sions on topics relating to Africa, Asia and Brazil. Some of these topics dealt with Oriental thought, religion, music, political history and current events. The sessions were well re# ceived by the students.

On Tuesday, March 9, Mr. Ronald Palmer from the U.S. Department of State, visiting Kalamazoo College to publicize careers in the Foreign Service, observed two of the sessions between the native informants and the students in fourth quarter Chinese and Hindi respectively. He took this opportunity of testing, at some length and without any previous notice, their ability to act as interpreters in a typical situation in India or Taiwan by asking the informant, through them, for directions, hotel accommodations, train fares, etc. He commented that both students displayed self-assurance and fluency in handling this difficult and totally unexpected assignment.

On Friday, March 12, the students in Portuguese and Swahili were tested by the same evaluators who had examined them the previous quarter. Dr. Ralph Kite, Director of the Peace Corps Training Program at the University of Wisconsin in Milwaukee, evaluated the students' progress in Portuguese and gave each of them an S-rating at the same time:

Miss Clemence Ohl	A	S-2
Miss Paula Swanson	A	S-2
Srta. Susana Cabeza de Vaca	B+	S-1+
Mr. Fred Emmert	B	S-1+
Miss Barbara Wilcox	B	S-1
Miss Lee Flashenberg	B	S-1

Miss Anita Eiseman, who the preceding quarter had received a B, did not complete the quarter, having been suspended for one quarter for reasons of social discipline.

All the students tested completed the fifteen units of Hoge's Oral Brazilian Portuguese, though some of them had difficulty assimilating all the tenses presented for the first time in the final units. Dr. Kite commented that

> "the group as a whole is in need of a review of the last two units and four of them are a little weak in irregular, preterite and subjunctive verb forms. Comprehension remains high. Vocabulary in general is good. I am not at all sure that where they are weak is not the same place where the book is weak. In our Peace Corps Program we find the instructor more important during these units. I have noticed a similar weakness occurring in my university class on reaching Unit Twelve. I think too much material is compressed into too few units."

The students in Swahili were examined by Professor Irvine Richardson of the African Studies Center at Michigan State University and his assistant, Mr. Samuel Ramtu. The following letter grades were awarded:

Miss Dale Knight	Sophomore	A
Miss Ann Joseffy	Freshman	A
Mr. Mark Stiedemann	Freshman	A
Mr. Russell West	Freshman	A-
Mr. Mark Coon	Sophomore	B-

Dail Willoughby, a freshman with four years of service in the Air Force, withdrew just before the end of the quarter saying he deserved a failing grade for not having worked as he should. He declined to be tested and left no alternative but to award him an F. In his evaluation he declared that his problem was a personal one and not the fault of the program.

During the course of the quarter the students of Swahili progressed at a rather uneven rate, with Mark Stiedemann reaching Unit 68 and one other barely reaching Unit 48. Progress in Swahili was not as rapid, according to Mr. Ramtu, as in the slightly more intensive formal course at MSU. Professor Richardson's comments follow:

> "Dale Knight has continued to maintain her high standards, while Ann Joseffy and Mark Stiedemann had obviously made great progress since our last visit. The latter was particularly impressive. Russell West still seems to be hesitant in his responses. This may be due to the fact that, on his own admission, he analyzes each word in a question before replying. Mark Coon's performance was rather disappointing and indicated that he was having some difficulty with the course."

> "We have two main suggestions to offer with a view to increasing the impact of the course. The chief problem appears to be the application of the classroom material in the basic course book to real situations. Students must be encouraged to use the Swahili they have learned. One way of doing this is to organize a 'Swahili table' in the dining hall where they may speak only Swahili. This should be supervised by one or both of the informants. In the event that schedules prevent all the class from assembling at lunch, two "half-tables" could perhaps be arranged, each with a Swahili informant."

> "A second device for transforming class-learning into linguistic experience is the 'prepared topic'. Each student should be prepared to give a short Swahili speech in class, preferably with the minimum of written

aids. The other students could ask questions in Swahili on the points raised either during the speech or after. By this means a wider vocabulary can be acquired and also greater facility in speaking the language."

The following day the students in Chinese, Hindi and Persian were driven to Ann Arbor and examined by members of the Department of Far Eastern Languages at the University of Michigan with the following results:

Miss Candy Miles (fourth quarter Hindi)	A-
Sr. Enrique Vargas (fourth quarter Hindi)	B-
Miss Sue Cope (second quarter Chinese)	A-
Miss Judy Bush (fourth quarter Chinese)	A
Miss Stephanie Brown (second quarter Persian)	A-

The examiners were Professors Bruce Pray for Hindi, Paul Denlinger for Chinese and Kenneth Luther for Persian. Miss Beverly Hoffman (fourth quarter Japanese) was ill at the time of the visit to Ann Arbor so arrangements were made to test her upon her return to campus the following quarter. Miss Hoffman had been making rapid progress in Japanese all quarter and and been accepted for participation in the Earlham College program for juniors in Japan.

The material covered in each of the languages tested appeared quite satisfactory to the examiners. Miss Candy Miles completed Gumperz' Conversational Hindi-Urdu, Volume Two, the Hindi Reader (Devanagari script) and made a start in reading Urdu script as well. Sr. Vargas got as far as Unit 9 in Vol. 2. Dr. Pray commented that some of the material was not covered as thoroughly as he would have liked. It is the director's belief that in Mr. Vargas' case the grade of B- was somewhat generous.

Miss Sue Cope finished the 24 lessons of Speak Chinese, while Miss Judy Bush finished the Chinese Dialogues together with Read Chinese, Book Two. In Persian, Miss Stephanie Brown completed Unit 10 in the Persian Basic Course. Miss Beverly Hoffman progressed through Jorden's Beginning Japanese Unit 19 and Roy Miller's Japanese Reader, lesson 28.

Informants. Mr. Te-Wu Ma did an outstanding job in stimulating both students of Chinese to do good work. Imaginative, demanding, patient and courteous, his work earned continual praise from Miss Bush and Miss Cope. The work of the other consultants was satisfactory also with the exception of one whose unpunctuality and tempermental disposition drew such severe criticism from the students of Portuguese that she had to be replaced during the last three weeks of the quarter by someone older and more mature. Experience is proving that a well developed sense of responsibility is essential to success as native-speaking informants in a

program where they and the students work very much on their own mutually arranged schedules. The interest of all the native-speakers remained high and with the one exception noted above there were no complaints from the students.

The Materials and Equipment. The instructional materials in Japanese, Chinese, Swahili and Persian continued to be rated entirely satisfactory. The Hindi course was still characterized by a limited variety of pattern drills and by tapes that did not cover the text material completely. The correlated Hindi slides had improved in quality and were proving a definite aid to learning. The weakest materials by far were those for Portuguese, in which both the text and the accompanying tapes left much to be desired. Despite these drawbacks the materials still appeared to be the best available. We continued to find it necessary to rerecord drill tapes for every unit ourselves.

None of the students reported any malfunction of their equipment. Some of them used their headsets regularly; others, probably mistakenly, claimed they are too much bother to work with. Miss Hoffman's EFI Audio Notebook, the lightweight transistorized lab with 23 channels of prerecorded drills, continued to function perfectly. Weighing only seven and a half pounds, this lab is ideally suited for work of this kind.

Student Evaluation of Their NLP Work. This having been the fourth and final quarter of work in Japanese, Hindi, and (for Miss Judy Bush) Chinese, it seemed appropriate to ascertain by means of a questionnaire the reactions of all the participating students to their NLP work. Accordingly, the director prepared a questionnaire the full text of which appears as an Appendix to this report. While individual responses are tabulated on the questionnaire itself, the following responses are worthy of special comments. Of the 18 students who completed the questionnaire, 10 reported that their interest in the language had increased since they began, six that their interest was sustained, while only two reported that it had diminished. Ten rated the program moderately successful, six very successful, one not very successful and one not at all successful "in my case". Thirteen said that they would take it over again, with two doubtful and two more responding in the negative. Sixteen out of 17 who responded feel that the NLP goal of "providing opportunity for basic mastery of oral skills equivalent to first year or more of formal instruction" is attainable.

Asked to compare their work in the NLP with their other courses, six found it more rewarding, five less rewarding, seven about the same. Six found the NLP easier than their other courses, nine about the same. None thought it harder. Most students reported that the NLP required about the same time as their other courses. Questioned about the lack of formal instruction in the

language, only one considered this a severe handicap, six a moderate disadvantage, six only a slight disadvantage and two no disadvantage at all. Three others felt that it was an actual advantage! Of the 16 who answered the question, nine reported that their career goals were changing as a result of NLP work. Asked to rate on a weighted scale those factors most important for success in the NLP (most important: 5, next most important: 4, etc.) the students awarded 64 points to motivation, 63 to self-discipline, 49 to enthusiasm, 20 each to self confidence, a "good ear", and to previous success with other languages, and 19 to adaptability to new situations. Overall academic performance was rated least important (2 points only). Asked to rate, on the same scale, what they considered the five most important qualifications in a native-speaking informant, they awarded 73 points to native command of the language, 51 to insight into language learning problems, 32 to enthusiasm, 26 to patience, 25 each to command of English and a formal knowledge of grammar, 17 to the ability to improvise, and 15 to warmth of personality. Curiously enough, punctuality, which some of the students had complained about during the quarter, received no points at all! It would appear that some of the responses to this last question reveal a lingering misconception, on the part of some students, of the true role of the native-speaking informant.

Spring Quarter, 1964-65. With Japanese, Hindi, and fourth-quarter Chinese phased out, and seven of its sophomores officially away on their career-and-service quarter, the NLP concluded its formal work with just five students, all of them freshmen. The languages were: third quarter Persian, third quarter Swahili, and (in lieu of Portuguese) third quarter Chinese.[9]

Near the beginning of the quarter the director attended a conference in Seattle at which he was invited to report on the NLP at some length. The conference, hosted by the University of Washington and sponsored jointly by the USOE and the Association of American Colleges, had as its theme the promotion of critical language study at liberal arts colleges in the United States. The work of this conference, together with an appended description of the NLP, will be the subject of a forthcoming report published by AAC for distribution to college administrators and others. An article on the NLP will be published in the Modern Language Journal in December 1965 or early in 1966 as well.

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[9] For the benefit of the sophomores the College provided for third quarter Portuguese to be offered and third quarter Swahili to be repeated during the summer quarter; however, the results of such work were not available in time for inclusion in this report.

Students' Quarterly Progress. In Chinese, Miss Sue Cope finished Read Chinese, Book I. Miss Cope spent an average of 4-1/2 hours per week with the informant and an average of six hours per week working with tapes.

Miss Stephanie Brown finished all 12 units of FSI's Persian Basic Course and half of Modern Persian Reader, Volume I. Her sessions with the informant featured reading aloud and taking dictation in Persian script, answering oral questions in Persian based on the material studied, retelling simple stories, and some translation into English. At the request of the director, Mr. Keramati had earlier taped for Miss Brown all the material she was going to read. Miss Brown spent four hours per week with the informant and an average of six hours per week with tapes.

In Swahili, the three students advanced at a rather uneven pace. Russell West and Ann Joseffy both experienced a slump, but recovered much of the lost ground before the end of the quarter. The third student, Mark Stiedemann, worked consistently and well throughout the quarter. He completed Unit 98 in the Swahili Basic Course, while West and Joseffy reached Unit 80. An innovation suggested originally by Professor Richardson was the establishment of a weekly "Swahili table" in the dining hall, attended by the three students and the two informants from Tanzania. This table was successful and might well be inaugurated in all situations where enough students are involved to make it worthwhile. However, care must be taken to discourage "kibitzers" because of their distracting influence. The average number of hours per week spent with the native-speaking informants were as follows: Joseffy, three hours; Stiedemann, three hours; West, three hours. The average number of hours per week spent with tapes was: Joseffy, six hours; Stiedemann, eight hours; and West, seven hours.

Quarterly Evaluation. On Thursday, May 6, Miss Beverly Hoffman, whom illness had prevented from being tested at the end of the previous quarter, drove to Ann Arbor to be examined in fourth quarter Japanese by Professor Richard Spear. In his written evaluation, received the following week, Dr. Spear rated her work of "A" caliber. To the many delegates who heard one of her test tapes at the Seattle conference (FSI's Eleanor Jorden, the author of Beginning Japanese, was one of the group), Bev Hoffman's rating will come as no surprise.

The others were examined in Kalamazoo on Saturday, June 5, by Professors Kenneth A. Luther (Persian) and Paul Denlinger (Chinese) of the University of Michigan, and Professor Irvine Richardson and Mr. Sam Ramtu (Swahili) of Michigan State University.

In Persian, Professor Luther made the following observations:

> "This is to report on Stephanie's third quarter Persian exam. It was obvious from her performance that she had worked hard with the first volume of the Modern Persian Reader. She rates 'A' in reading, comprehension, vocabulary (Persian-English, English-Persian), and ability to do the exercises. All this is for the Persian Reader. She should have a 'B' for her handling of sight passages and her ability to read various sorts of moderately difficult Persian handwriting. She should have an 'A-' for her ability to comprehend new oral sentences formed from previously learned vocabulary. She seems to have lost some of her ability to manipulate material from the spoken Persian course, and she has not sufficiently improved her ability to converse. She apparently did not often attempt to talk in Persian about the set materials in the texts. All things considered (especially the fact that she has been on her own) though, I believe she should be given an 'A-'."

With respect to Sue Cope's work in Chinese, Dr. Denlinger reports:

> "I recommend that Sue Cope be given the grade of 'A' for her work in Chinese in the NDEA Neglected Language Project. Her informant was, indeed, a very personable teacher and I am sure he contributed greatly to her motivation. His pronunciation is, however, considerably different from standard Chinese. This deprives Sue of an opportunity to learn tones correctly, but I must admit that most American students, given better opportunities, still do not learn tones correctly."
>
> "If she is able to continue she should do two lessons of Chinese Dialogues for every one lesson of Read Chinese, Book 2. At the conclusion of Chinese Dialogues she should be given the PACT test in comprehension of spoken Chinese and a Michigan grammar test of spoken Chinese."

Professor Richardson commented as follows on the work done in Swahili:

> "Mark Stiedemann was the outstanding student and was placed in the 'A' category. Not only had he progressed further in the course materials than the other two candidates, but also he displayed a remarkable ease in understanding and using spoken Swahili. He is obviously a very keen and hard-working student, having made a remarkable recovery from his not-too-impressive debut in the course."

"Russell West was more hesitant than Stiedemann although quite accurate in his responses. We awarded him an 'A' grade."

"Ann Joseffy's oral performance was well below her previous standard. She later explained that she was under severe mental strain due to an impending interview on a disciplinary matter. On the basis of the oral examination alone we would have given her a 'C' or, at best, a 'B' grade. However, since our purpose was to evaluate as accurately as possible the candiates' total performance during the course, we listened to several test tapes prepared by these students. The result was interesting. Stiedemann and West again were adjudged as 'A' and 'A-' respectively, while Ann Joseffy's standard rose to 'A-'."

"With regard to the course in general, the following points were noted. While some improvement in vocabulary 'retrieval' was observed, it is evident that more attention should be paid to this aspect of language-learning. Particularly notable were the Swahili interrogative words, for 'where?', 'when?', 'who?', 'how many?', which tended to be misheard or mistaken for each other. What may be a result of an imbalance of certain types of language drills was frequently heard, i.e. candiates' answers to questions introduced by the above words, often started automatically with the Swahili equivalent of 'Yes'!"

"It was pleasing to hear tapes of students speaking on their prepared topics. Some of these were particularly impressive. We would suggest that these recordings should be listened to by the informants and corrected where necessary. They could then serve as points of reference for future students. If passages of this type were re-recorded by informants they could serve as oral 'unseen' tests for next year's course. The institution of the Swahili 'table' has probably played a large part in the increased fluency noted. This practice should be continued, beginning as early in the course as possible."

NDFL Fellowships. Of the six Kalamazoo students who applied for undergraduate summer NDFL fellowships in 1965, four received awards on the strength of their NLP work. These were: Miss Candy Miles (Hindi) at the University of Wisconsin; Miss Stephanie Brown (Persian) at the University of Michigan; Russell West and Miss Ann Joseffy (Swahili) at Michigan State. Miss Judy Bush and Miss Susan Cope, the two students of Chinese, both applied to Stanford, but were not accepted. In a letter to Dr. Lyman Legters at USOE expressing disappointment that Judy Bush was not awarded a fellowship, Professor Denlinger subsequently wrote the following appraisal.

"I have examined the students in Chinese twice a year for the past two years and have been consulted in the grading. One of the best students in the program was a girl named July Bush. She was exceptionally highly motivated and did a very fine job. I gave her the same tests that I give at the conclusion of the third semester of intensive Chinese, and she got scores comparable with the best students at the University of Michigan."

With the spring quarter of 1965, the NLP officially concluded its five quarters of actual student participation.

IV. OVER-ALL EVALUATION

After nearly two years of work, during which many improvements have been incorporated into the program, the results can be summarized as follows:

Twenty-three carefully screened highly motivated liberal arts freshmen and sophomores have taken for regular academic credit from two to four quarters of one of the six neglected languages offered. Working at their own speed with commercially available materials for approximately eight to ten hours a week and with foreign student drill masters for another three to four hours a week, the NLP students have consistently demonstrated their ability to keep up with first year spoken language classes taught by live instructors elsewhere. Visiting specialists from Michigan (Japanese, Chinese, Hindi, Persian), Michigan State (Swahili) and Wisconsin-Milwaukee (Brazilian Portuguese) were invited to examine these students quarterly and rate them on the same basis as their own regular students, who, in all but one language, were using the same course materials. The examiners consistently gave the NLP students good ratings (A's and B's) and expressed satisfaction with the progress achieved. The writing systems were not neglected either. After a good start had been made on the spoken language (one to two quarters), work was begun to develop reading skills in the Japanese, Chinese, Persian, Hindi and Urdu writing systems also. Self-instruction in this area has yielded satisfactory results, but primary emphasis continues to be placed on listening comprehension and speaking.

Rather than seeking to compete with graduate schools or area centers by attempting to establish a full-fledged program at all levels, the NLP aims to make it possible for institutions with limited resources to supply graduate and area centers with undergraduates qualified to pursue summer work in a neglected language

at the intermediate level or higher. A modest one to two year program of self-instruction at the grass-roots level can for the first time bring the study of a seldom-taught language within the reach of thousands of highly motivated, linguistically talented students who do not happen to be attending an institution where the language they want to study is taught.

The cost of such a program is so trifling that even a small college which regularly admits one or more foreign students to its campus can arrange to add a new language to its curriculum, even for the immediate benefit of only one interested student, provided the latter is sufficiently motivated. Among the neglected languages for which suitable audio-lingual taped course materials are available at this time are Chinese, Japanese, Hindi-Urdu, Swahili, Persian, Portuguese, Hungarian, Yoruba, South Vietnamese and Hausa. With the support of NDEA Title VI funds similar course materials and reference works are being developed for other languages as well. To launch a program in a given neglected language requires the following initial investment: two to three copies of the basic text together with one complete set of pre-recorded dialog and drill tapes ($100-$200, depending on the language), a supply of blank tapes (some 1200 ft., some 300 ft.), and fixed or portable lab facilities sufficient to permit the student (or students) to work with tapes individually for at least ten hours a week.

The program further requires the part-time services of at least one foreign student who is a native speaker of the language being undertaken. This foreign student, who is NOT to serve as a teacher, but SOLELY as a pronunciation drill master who reinforces the patterns already learned from the tape, should be paid the going rate for U.S. student help ($1.25-$1.50 an hour?) for about six to ten hours a week of drill.[10] Informant cost per language per week: $9-$15.

Lastly, the program requires that a visiting specialist for each language be invited at the end of every term (perhaps for $50 plus travel, as suggested by USOE) to spend part of a day testing the student's oral command and listening comprehension

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[10] It has been our experience at Kalamazoo that foreign students derive from the opportunity to collaborate in an educational experience of this kind, personal satisfactions which far outweigh financial considerations. Foreign students often feel lonely or isolated on a U.S. campus. The opportunity to gain rapport and status among the U.S. students, the feeling of being useful, of helping some fellow-students to become conversant in their language, with their culture, can be very beneficial to the foreign student also.

and to furnish the student's entire grade in accordance with standards prevailing at his own institution. In our experience the examiners have always proved very willing to come, commendably conscientious in their evaluations, and a source of helpful advice about how to correct any deficiencies they may have observed.

Depending on the number of languages and the number of students involved, a program will normally require from two to four hours a week of time on the part of the coordinator or director. This director need not be a linguist, nor need he have competence in any of the languages involved. He should, however, be acquainted with audiolingual teaching methods and have used them successfully in one of the more commonly taught languages. He must be enthusiastic and imaginative, as well as tactful in his dealing with the native informants. His visits to observe the live drill sessions should be short, but frequent, especially when the informants are new to their task and need advice regarding the most effective techniques for eliciting student responses.[11] He might well hold a short weekly meeting with students and informants for the purpose of distributing new tapes, inquiring about the ground covered in the texts, and discussing any problems that may arise with respect to equipment, drill sessions, morale, and so on. Once every two weeks he should meet briefly with one informant in each language to record a ten minute test tape. On these tests, which spot-check course material covered in the preceding two weeks, the informant supplies the native voice, the director the instructions in English. Each student's responses, recorded later on another tape, are then dated and stored away as part of the records available to the examiner upon request.[12]

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[11] In addition to the usual rapid-fire drills (pronunciation drills, echo drills, replacement drills, etc.) that the students are put through with their books closed, the informant can later on, when the students are more advanced, use a variety of effective routines, such as directing situation dialogs among the students (with frequent switching of roles), telling simple stories for the students to retell in their own words, asking simple questions about a passage read aloud, making the students repeat instructions, describe culturally authentic pictures, talk briefly on prepared topics, and so on.

[12] A typical NLP oral test might include some phrases from the text selected at random for echoing, a series of rapid simple questions (e.g. What day is today?, Who is that man over there?) to which the student must invent reasonable replies, a number of English glosses from the text to be put back into the target language, and (in the reading stage) a sheet of excerpts, thermofaxed or in the informants own hand-writing, for the student to read off onto his answer tape without previous preparation. Many other devices could also be employed.

V. CONCLUSION

While the full potential of this inexpensive self-instructional method is being explored further, the results to date suggest that it may soon add an entirely new dimension to the study of neglected languages in the United States.

APPENDIX

QUESTIONNAIRE FOR NLP PARTICIPANTS

1) Why did you first apply for admission to NLP? Check all applicable reasons.

a) novelty value 5

b) opportunity to do independent work 8

c) prestige value 3

d) career goals 14

e) service goals (e.g. Peace Corps) 8

f) cultural interest 12

g) intellectual challenge 5

h) interest in method itself 4

i) belief in growing imporance of non-Western world 9

j) desire to travel 10

k) other 1

2) Why did you choose this particular language?

-always been interested in Japan--uncle stationed there
-wanted to know an African language
-always interested in Africa and working there
-previous background
-knowledge of both Spanish and Portuguese takes care of communication problems in Central and South America
-only language offered
-relates to ones I already know
-interest in Portugal and Brazil
-non-Western small group
-interest in China
-I was interested in that field of study and the language would be an aid in continuing study
-it seemed more different and exotic than Japanese or Chinese
-because of its possible value as a useful tool in African Studies
-hope to visit India
-good career opportunities
-obviously very important today--a challenge--different

3) The language now studied was my first choice_____, 2nd choice_____ (If 2nd, the first would have been -Japanese
-Russian
-Arabic)

4) Had you ever wished to study a non-Western language prior to applying for NLP?

-I had a desire to learn several languages, particularly Arabic, Persian and Thai
-I had never had the opportunity and therefore had thought I would have to wait until graduate school if I decided

5) How does your interest in the language now compare with your interest before you started?

Increased 10 Diminished 2

Sustained 6 Wish I'd never started 0

Comments: -can't wait to use it
-was high, then low, then high and continues growing
-should increase after visiting and living in Portugal
-interest in language has opened up interest in the Portuguese-Brazilian culture
-gained a lot through the study of the language and the literature and culture
-tiring of the program
-diminishing slightly
-doubtful at first, but not any longer
-original novelty value replaced by more depth of interest. I have since gone into the history and culture of China, become more interested in happenings in that part of the world--plus the fact that I am at the stage where I can use the language--it is not so tedious

6) Speaking for yourself, do you feel the program has been

Very successful 6, moderately successful 10, not very successful 1, not at all successful 1 (in my case)

Comments: -writing assignments and non-book drill should begin to be more emphasized
-not as successful as could have been
-consultant problem caused the program to get bogged down
-revisions needed--more success after switch in native speakers
-unbalanced due to no reading or writing
-tape completeness and consistent meetings were a problem
-great success
-more grammar desirable in book
-more interest in program necessary
-has made good beginning in study of the language

-there are still a few kinks that need to be ironed out--we all need more conversation
-it depends very much on the student

7) How do you rate your work in NLP with your other courses?

More rewarding 6 , less rewarding 5 , about the same 7 ,

Harder ____, easier 6 , about the same 9 ,

More time consuming 3 . less time consuming 2 , about the

same 10 .

Comments: -language has always been easy for me, but now my sense of accomplishment and stimulation is greater on account of the individual study
-because of less effort expended. When one's time is budgeted correctly, the NLP is about the same as any other course
-from the standpoint of how learned, is very valuable. Is good to have a course where I'm on my own.

8) Do you feel the goals of the NLP (providing opportunity for basic mastery of oral skills equivalent to first year or more of formal instruction) are attainable? Yes 16 , No 1 .

9) Are your career goals changing as a result of NLP work?
Yes 9 , No 7 .
Please comment: -a few months ago I thought I wanted to go into the Foreign Service, but now I think I'd rather teach
-Urdu has opened up a whole new possibility of work in South Asia
-my exercise in Swahili would have supplemented my studies in anthropology but would not directly influence career goals
-Peace Corps--perhaps foreign service or as interpreter

10) What plans do you have for putting your NLP skill to use
a) before graduation?
b) after graduation?

-a) I hope to go to Tanganyika to study for six months
b) The Foreign Service maybe, or teach in the area of African Studies
-a) Major in Urdu or South Asian Studies
b) Grad work in South Asian Studies (preferably at E-W Center, Hawaii)
-a) Possible work or study in East Africa
-b) Hope to visit India

-a) will travel to Portugal, will continue with more courses
 b) would like to get my doctorate in Portuguese
-a) hope to go to Taiwan
 b) will continue studies of Far East in graduate school

11) Given the limited goals of the NLP, do you feel that not having formal instruction in the language has been a

a) severe handicap 1

b) moderate disadvantage 6

c) only a slight disadvantage 6

d) no disadvantage at all 2

e) an actual advantage 3

12) Do you think the program should be continued in other years?

Yes 13, No ___, Uncertain 2

13) Knowing what you know about the NLP, would you take it over again?

Yes 13, No 2, Uncertain 2

14) Whom do you recommend for NLP work? (Check all appropriate replies)

a) freshmen 12

b) sophomores 12

c) juniors 6

d) seniors 4

e) language majors 12

f) other majors with a cognate interest 12

g) others 4

15) What do you think are the 5 most important factors for the success in the NLP (Rate 5-most important, 4-next most important, etc.)

a) self-discipline 63

b) a "good ear" 20

c) previous success with other languages 20

d) motivation 64

e) overall academic performance 2

f) adaptability to new situations 19

g) self-confidence 20

h) enthusiasm 49

i) other 6

16) What, in your opinion, are the 5 most important qualifications of a successful informant? (Rate 5-most important, 4-next important, etc.)

a) native command of language 73

b) enthusiasm 32

c) patience 26

d) tact 2

e) punctuality ___

f) formal knowledge of grammar 25

g) ability to improvise 17

h) command of English 25

i) insight into language learning problems 51

j) warmth of personality 15

k) mature age 5

l) other ___